



Youth Academy Charter

711 Tomlinson Street
Kingstree, South Carolina

Grades	7-12 High School	
Enrollment	22 Students	
Principal	Mrs. Cheryl G. West	843-355-5424
Superintendent	Ralph C. Fennell, Jr.	843-355-5571
Board Chair	Mr. James Darby	843-387-5472

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	At-Risk	N/A
2007	N/A	N/A
2006	N/A	N/A
2005	At-Risk	Below Average
2004	At-Risk	Below Average

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	2	1	0	3

* Ratings are calculated with data available by September 30.

High School Assessment Program(HSAP) Exam Passage Rate: Second Year Student

	Our High School			High Schools with Students Like Ours		
Percent	2006	2007	2008	2006	2007	2008
Passed 2 subtests (%)	0	0	16.7	48.2	60.1	53.6
Passed 1 subtest (%)	0	0	16.7	19.5	21.6	16.9
Passed no subtests (%)	100.0	100.0	66.7	69.0	22.9	29.4

HSAP Passage Rate by Spring 2008

	Our High School	High Schools with Students Like Ours
Percent	0%	68.3%

On-Time Graduation Rate

	Our High School	High Schools with Students Like Ours
Number of Students	7	44
Number of Diplomas	0	29
Rate	0%	39.4%

End of Course Tests

Percent of tests with scores of 70 or above on:	Our High School	High Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	13.3	50.7
English 1	0	32.8
Physical Science	0	20.0
All Tests	4.8	38.1

* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n=22)				
Retention rate	4.8%	Down from 10.7%	12.8%	6.1%
Attendance rate	98.0%	Down from 98.6%	94.7%	95.0%
Eligible for gifted and talented	0.0%	No Change	0.0%	8.3%
With disabilities other than speech	19.0%	Down from 35.7%	13.5%	13.0%
Older than usual for grade	36.4%	Up from 13.6%	18.8%	8.5%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	1.7%	1.5%
Enrolled in AP/IB programs	0.0%	No Change	0.0%	11.4%
Successful on AP/IB exams	N/A	N/A	N/A	54.3%
Eligible for LIFE Scholarship	N/R	N/R	19.5%	30.5%
Annual dropout rate	0.0%	No Change	3.1%	3.5%
Career/technology students in co-curricular organizations	N/A	N/A	0.0%	3.1%
Enrollment in career/technology courses	N/A	N/A	185	559
Students participating in work-based experiences	N/A	N/A	4.8%	10.6%
Career/technology students attaining technical skills	N/A	N/A	71.1%	79.6%
Career/technology completers placed	N/A	N/A	91.8%	98.5%
Teachers (n=3)				
Teachers with advanced degrees	N/A	N/A	52.4%	57.4%
Continuing contract teachers	N/A	N/A	57.1%	69.6%
Teachers with emergency or provisional certificates	N/A	N/A	14.3%	8.7%
Teachers returning from previous year	N/A	N/A	78.3%	85.0%
Teacher attendance rate	N/R	N/R	95.7%	95.4%
Average teacher salary	I/S	I/S	\$43,727	\$46,061
Professional development days/teacher	6.0 days	Down from 10.0 days	8.3 days	11.4 days
School				
Principal's years at school	2.0	Up from 1.0	2.0	3.0
Student-teacher ratio in core subjects	5.8 to 1	Down from 20.7 to 1	16.1 to 1	25.4 to 1
Prime instructional time	N/R	N/R	87.7%	89.1%
Dollars spent per pupil*	\$4,656	N/A	\$10,188	\$7,279
Percent of expenditures for teacher salaries*	100.0%	N/A	51.6%	55.3%
Percent of expenditures for instruction*	100.0%	N/A	57.4%	60.8%
Opportunities in the arts	Poor	No Change	Good	Excellent
Parents attending conferences	51.4%	Down from 67.9%	94.4%	94.2%
SACS accreditation	No	No Change	Yes	Yes
Character development program	Below Average	Down from Average	Good	Good
Modern Language Program Assessment	N/A	N/A	Good	Good
Classical Language Program Assessment	N/A	N/A	Average	Average

* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Performance By Student Groups

	HSAP Passage Rate by Spring 2008		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	1	N/A	42	4.8%	7	N/A	N/A
Gender							
Male	N/A	N/A	28	3.6%	N/A	N/A	N/A
Female	N/A	N/A	14	7.1%	N/A	N/A	N/A
Racial/Ethnic Group							
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	N/A	N/A	33	6.1%	N/A	N/A	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	N/A	N/A	19	N/A	N/A	N/A	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	N/A	N/A	36	5.6%	N/A	N/A	N/A

* n=number of students on which percentage is calculated. t=number of tests taken.

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Report of Principal and School Improvement Council

Youth Academy Charter School is under the auspices of Williamsburg County School District and specializes in providing quality education to at-risk, behaviorally challenged, delinquent, and/or emotionally disturbed youth, along with regular education students.

This year, we expanded our student grade levels from 7-12th to K-12th. The Youth Academy has a diploma and GED tracks with innovative teaching methods, and a vocational component to address the educational needs of the youth, as well as allow them opportunities to develop "hands-on" skills in their areas of interests. Vocational "hands-on" classes utilized Williamsburg County School District's vocational curriculum and presented classes, such as carpentry, light culinary arts, landscaping, brick masonry, and small engines. This past year, a class in "Automotive Electrical Electronics" was offered, along with a "Business Entrepreneurship" class that involved students creating and establishing a "Youth Academy Thrift Shop." This was an unique, project-based learning activity.

The Youth Academy Charter School's schedule is 8am-3pm with academics in the mornings and vocational classes in the afternoon for grades 9-12. Life Skills class is also held weekly on Fridays. Though the majority of our student population has struggled with issues beyond those of the students in the regular public school setting, the caring and dedicated teachers fostered progress throughout the school year. Most of the students with IEPs have increased grades levels by 2 or 3 grades. We have recently added a small computer lab in efforts to increase the percentage of students passing standardized testing.

Our students have grown by leaps and bounds through visual aids, project-based learning, and other active learning methods. It is my hope that Youth Academy Charter School, a public school under the State of South Carolina, will be able to further obtain the same opportunities as other regular public schools, such as computer lab, software and programs, library, extra curriculum activities, etc. It is our goal to help reach high expectations of increased academic performance for all students in all areas.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	1	0	4
Percent satisfied with learning environment	I/S	FORMS	I/S
Percent satisfied with social and physical environment	I/S	LOST IN	I/S
Percent satisfied with school-home relations	I/S	SHIPMENT	I/S

* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

School Adequate Yearly Progress

NO

This school met 0 out of 5 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

Corrective Action

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality Data

	Our School	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	14.4%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	100.0%	0.0%	No

Abbreviations for Missing Data

HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 52.3% (Proficient and Advanced)											
All Students	8	I/S	I/S	I/S	I/S	I/S	I/S	55.7	69.7	No	No
Male	6	I/S	I/S	I/S	I/S	I/S	I/S	47.9	64.6	N/A	N/A
Female	2	I/S	I/S	I/S	I/S	I/S	I/S	63.1	74.8	N/A	N/A
White	N/A	I/S	I/S	I/S	I/S	I/S	I/S	58.6	81.7	I/S	I/S
African American	7	I/S	I/S	I/S	I/S	I/S	I/S	55.3	53.6	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	83.1	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	59.7	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	65.5	I/S	I/S
Disabled	2	I/S	I/S	I/S	I/S	I/S	I/S	15	25.2	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	40	N/A	N/A
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	47.3	I/S	I/S
Subsized meals	8	I/S	I/S	I/S	I/S	I/S	I/S	54.7	55.1	I/S	I/S

Mathematics - State Performance Objective = 50.0% (Proficient and Advanced)

All Students	8	I/S	I/S	I/S	I/S	I/S	I/S	49.1	67.2	No	No
Male	6	I/S	I/S	I/S	I/S	I/S	I/S	47.6	66.3	N/A	N/A
Female	2	I/S	I/S	I/S	I/S	I/S	I/S	50.5	68	N/A	N/A
White	N/A	I/S	I/S	I/S	I/S	I/S	I/S	55.2	79.6	I/S	I/S
African American	7	I/S	I/S	I/S	I/S	I/S	I/S	48.6	49.7	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	88.9	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	60	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	69.5	I/S	I/S
Disabled	2	I/S	I/S	I/S	I/S	I/S	I/S	8.9	23.8	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	46.7	N/A	N/A
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	54.9	I/S	I/S
Subsized meals	8	I/S	I/S	I/S	I/S	I/S	I/S	47.8	53.1	I/S	I/S

Physical Science (End-of-Course Performance by Group)

All Students	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Subsized meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*
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English/Language Arts - State Performance Objective = 52.3% (Proficient and Advanced)

All Students	2007	4	75.0	N/AV	N/A	N/A	N/A	N/A	60.8	70.7
	2008	8	I/S	I/S	I/S	I/S	I/S	I/S	55.7	69.7

Mathematics - State Performance Objective = 50.0% (Proficient and Advanced)

All Students	2007	4	75.0	N/AV	N/A	N/A	N/A	N/A	49.4	62.2
	2008	8	I/S	I/S	I/S	I/S	I/S	I/S	49.1	67.2

Abbreviations for Missing Data